

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: K/Leaves Are Falling

Course Code: ELA

COURSE INTRODUCTION:

Children enter kindergarten with varying academic skills. A kindergarten school year will provide many opportunities and experiences with poems, nonfiction and fiction text, songs, and rhymes. They will be immersed in a print rich environment engaging in meaningful reading and writing experiences. By the end of the year, students will be able to cooperate with peers, read and comprehend simple text using various strategies, and compose writing pieces using their knowledge of letters and sounds. They will be able to converse about a topic with their teachers and peers. They will continue to build on the academic and social skills learned in kindergarten.

UNIT DESCRIPTION:

During this unit, kindergarten students will investigate and explore the characteristics of fall. Students will be involved in interactive read alouds, interactive writing, partner work, and

SUGGESTED UNIT TIMELINE: 2- 3 WEEKS

CLASS PERIOD (min.): 30 Minutes

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<p>writer’s workshop. They will go on a walk to observe the changes that happen to the world around them during the fall season. They will draw and write descriptions of how the season affects the plants and animals to add to a science notebook, compare fiction and nonfiction text on the topic of fall, and draw and write an informational piece to be included in a class book titled, <i>Fall</i>.</p>						
<p>Diverse Learners</p> <p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at http://www.dese.mo.gov/divimprove/curriculum/UD-Model-Curriculum-Introduction-Sheet.pdf. Resources based on the Universal Design for Learning principles are available at www.cast.org.</p> <p>Provide Feedback</p>						
<p>ESSENTIAL QUESTIONS:</p> <p>1. What did I observed about the changes to the world during the fall?</p> <p>2. What can I draw about what I observed?</p>						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES		CROSSWALK TO STANDARDS				
		CA GLE	Performance Goals	CCSS ELA Grade Level	CCSS ELA Anchor	DOK
1. Students will compose by drawing and writing an informational piece on the changes of fall that includes the season and a description of the effects on plants and animals		W.3.A.K.a	1.8 2.1	W.K.3 W.K.5 W.K.7		3

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				W.K.8 RF.K.1.a RF.K.1.b SL.K.3 L.K.5.c		
2. Students will share and publish their writing piece to make a class book.			2.1	W.K.6 SL.K.6 L.K.1.d L.K.4.a		2
3. Students will be able to verbally identify two similarities in and differences between a fiction text and a nonfiction text on the topic of fall.		R.1.L.K.a	1.5 1.6 1.9	RI.K.1 RI.K.6 RI.K.9 SL.K.1.a SL.K.1.b L.K.5.a		2
ASSESSMENT DESCRIPTIONS*: (Write a brief overview here. Identify Formative/Summative. Actual assessments will be accessed by a link to PDF file or Word doc.) Students will draw and write an informational piece on their observations of fall. The piece will be scored by using a writing scoring guide and will be published in a class book. (Summative)						

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Students will be asked to identify at least one similarity and one difference between a fiction and nonfiction text on the topic of fall. The teacher will record each student's response and then score using a checklist. (Formative)

***Attach Unit Summative Assessment, including Scoring Guides/Scoring Keys/Alignment Codes and DOK Levels for all items. Label each assessment according to the unit descriptions above (i.e., Grade Level/Course Title/Course Code, Unit #.)**

	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
1	<p>1. Interactive Read Aloud</p> <p>The teacher will introduce the unit by bringing in a bag of leaves from the surrounding area of the school or from home. Show the leaves to the students. Ask students questions: What do you notice about these leaves? Where have you seen leaves like these? What season is this? Discuss the terms fall and autumn. Read the book, <i>How Do You Know It's Fall?</i> and stop at different points and ask the students what they noticed. The teacher can write what they notice on chart paper</p>
	INSTRUCTIONAL ACTIVITIES: (What Students Do)
1	<p>. Interactive Read Aloud</p> <p>During the read aloud, the teacher will stop at different points, and the students will Turn and Talk to their partner about what they know about fall and/or questions they have about fall (key details). Have a few students share what they know or questions they have about fall.</p>
	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
1	<p>2. Partner Work</p> <p>Note: A previous lesson had the students choose a tree on the school grounds as the class tree to observe during the school year.</p> <p>Before the class goes on the walk, discuss the walk that was taken early in the year to look at characteristics of summer. Have students bring their science notebook and look at the tree they drew with their partner. Have students discuss with their partner the following questions: What does it look like? What did they notice? (flowers, insects, temperature, etc.) Have students share with class. Discuss with students what to be looking for on the walk today with their partner. Remind students about using their senses (hearing, seeing, smelling, and touching). The teacher thinks aloud about what you might look for during the walk. (Ex: I think I will see what the squirrels are doing when we take our walk.) They should be able to answer the following question: What changes did I see?</p>

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	<p>Alternate Activity:</p> <p>If your school is located in an area where trees are not available to observe, you can use a small dead tree limb with lots of branches to be the class tree. A limb about 3 or 4 ft. high will fit in a 10 inch pot with rocks to anchor the tree. The tree can be placed in the classroom. During each season, the students with their partner can make leaves out of construction paper to put on the tree. (Ex: green leaves for summer; brown, red, or yellow for fall; no leaves for winter, but you can put cotton balls on the tree in the winter to represent snow) A label can be placed under the tree to identify the season. Read the book, <i>A Tree for All Seasons</i>, to help students observe a tree changing with each season.</p>
	INSTRUCTIONAL ACTIVITIES: (What Students Do)
1	<p>2. Partner Work</p> <p>Have student work with a partner and take a clipboard and markers on the walk. Students will draw the class tree and add that page to their science notebook. Students will be encourage to add details such as insects, animals, flowers, etc</p>
	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
1	<p>3. Teacher Modeling</p> <p>After reading, <i>Autumn Leaves</i> by Ken Robbins, explain to students that today they will take a walk and go on a leaf hunt. If trees are not available, bring leaves from home. Give each student a bag to collect what they find. When students return from the walk, have students work with a partner to look at the leaves to find similarities and differences between the leaves. Encourage students to notice the same facts the book mentioned about leaves. The teacher will model putting some yellow leaves together and some red leaves together. The teacher will also model matching leaves to the book. Display the book <i>Autumn Leaves</i> next to the collection of leaves to be used for future reference.</p>
	INSTRUCTIONAL ACTIVITIES: (What Students Do)
1	<p>3. Teacher Modeling</p> <p>The students with their partner will sort leaves into piles. Students will try to match leaves to the leaves in the book <i>Autumn Leaves</i>. The teacher assists students to write the name of the leaves by each pile. Ask students to bring leaves from home to add to the collection. Display the book <i>Autumn Leaves</i> next to the collection to be used for future reference.</p>
	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)

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1	4. Interactive Writing
2	After the walk, the students will participate in an interactive writing experience. The teacher will ask students what they noticed on the walk. The teacher will label the chart, Fall, and tell the students that is the topic. The teacher can think aloud about what she noticed on the walk. (Ex: “The caterpillars were eating the milk weed. Let’s write that on the chart.”) The students will tell the teacher what to write. The anchor chart will be available as a resource for students.
	INSTRUCTIONAL ACTIVITIES: (What Students Do)
1	4. Interactive Writing
2	The students will tell the teacher about their observations and what to write. Ex: “The leaves are red.” “The squirrel got an acorn to keep.” If the students are unable to take a walk, have the students brainstorm and discuss what they have noticed about fall at home or around town.
	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
1	5. Writer’s Workshop and Teacher Modeling
2	Students should have been immersed in a variety of books about fall through read aloud experiences, partner work, and discussions before beginning instruction on informational writing. The teacher should refer to the anchor charts and Word Wall created during interactive writing. These resources should be used by students throughout the writing process. Teacher will model drawing and writing about fall. The teacher thinks aloud about what she knows about fall and draws a picture; how to label the picture; and model stretching out unknown words. (Ex: I know that leaves turn colors. I am going to draw some leaves and color them red like the tree on the playground. I am going to write Fall at the top of my paper. Where can I find that word? Now I am going to write leaves next to the picture. I need to stretch that word out. I hear “l” and a “v”.)
	INSTRUCTIONAL ACTIVITIES: (What Students Do)
1	5. Writer’s Workshop and Teacher Modeling
2	5. Then students will be asked to think about what they know about fall. Have students share with a partner. Books about fall will be available in the classroom for them to use as a resource. The students will draw and write about fall. The teacher will confer with students as they write, asking questions and offering suggestions. When the students complete their piece, the students will use the Student Writing Checklist to check their writing piece. Teacher will assist as needed.

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	<p>Students will share their piece with a partner.</p> <p>All students' writing pieces will be compiled to make a class book title <i>Fall</i>. It will be placed in the classroom library.</p>
	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
3	<p>6. Compare Nonfiction and Fiction</p> <p>The teacher displays the books, <i>Autumn Leaves</i> and <i>A Tree for All Seasons</i>.</p> <p>Read a fiction books such as, <i>The Fox and the Falling Leaves</i> by Julia Rawlinson or a comparable fiction book. Discuss the author and illustrator including defining the role of each. After reading the book, ask students to think about what happen in the story. Have students Turn and Talk to a partner about what was not true in the story and how do you know. Then have them share as a whole group how they know this book is fiction.</p> <p>Compare <i>Autumn Leaves</i> and <i>The Fox and then Falling Leaves</i>. Use a Venn diagram to display similarities and differences between fiction and nonfiction. On chart paper or Smart Board, draw two large intersecting circles, one in red for fiction and one in blue for nonfiction. Have students help you identify the similarities and differences between the two texts. (Ex: real photographs, drawings, fox talks, both about fall, etc.) Write comments on the Venn diagram in the appropriate color and place. Display the chart in the classroom for future reference.</p>
	INSTRUCTIONAL ACTIVITIES: (What Students Do)
3	<p>6. Compare Nonfiction and Fiction</p> <p>6. Review nonfiction by having students tell how they know the books <i>Autumn Leaves</i> and <i>A Tree for All Seasons</i> are nonfiction (photographs, it is true, etc.).</p> <p>After the teacher reads, <i>The Fox and the Falling Leaves</i>, the students will Turn and Talk to a partner about what was not true in the story. Then the students will share as a whole group how they know this book is fiction.</p> <p>Students will help identify the similarities and differences between the two texts. (Ex: real photographs, drawings, fox talks, both about fall, etc.) The teacher will write comments on the Venn Diagram in the appropriate place.</p>
<p>UNIT RESOURCES: (include internet addresses for linking)</p> <p><u>Books</u></p> <p>Nonfiction-</p>	

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Bernard, Robin. *A tree for all seasons*. Washington, D.C.: National Geographic Society ;, 2001. Print.

Fowler, Allan. *How do you know it's fall?* Chicago: Childrens Press, 1992. Print.

Robbins, Ken. *Autumn leaves*. New York: Scholastic Press, 1998. Print.

Simon, Seymour. *Autumn across America*. New York: Hyperion Books for Children, 1993. Print.

Fiction-

Ehlert, Lois, and Robert L. Egolf. *Red leaf, yellow leaf*. San Diego: Harcourt Brace Jovanovich, Publishers, 1991. Print.

Ehlert, Lois. *Leaf Man*. Orlando, Fla: Harcourt, 2005. Print.

Rawlinson, Julia, and Tiphonie Beeke. *Fletcher and the falling leaves*. New York: Greenwillow Books, 2006. Print.

Thompson, Lauren, and Buket Erdogan. *Mouse's first fall*. New York: Simon & Schuster Books for Young Readers, 2006. Print